THEOLOGY DEPARTMENT STUDENTS' PERCEPTIONS OF SKIMMING AND SCANNING TO IMPROVE THEIR EFL READING ABILITY

SKRIPSI

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FACULTY OF EDUCATION AND HUMANITIES

UNIVERSITAS KRISTEN DUTA WACANA

YOGYAKARTA

2024

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SKRIPSI

Presented as partial fulfillment of the requirements
for the degree of Sarjana Pendidikan (S.Pd)
in English Language Education Department

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YOGYAKARTA
2024

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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

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ACKNOWLEDGMENT

First and foremost, I would like to give my gratitude to myself for completing this Skripsi as a form of my final responsibility for 4 years of learning at UKDW, thank you for living full of consciousness from moment to moment.

I would like to give my gratitude to my mother, my father, my brother, and my sister who still support me in all the decisions that I made.

I would like to extend my gratitude to my Skripsi advisor, Anesti Budi Ermerawati, S.Pd., M.Hum. who patiently provided great ideas and suggestions during the process of my Skripsi writing which also triggered me to finish my Skripsi.

I would like to thank Anjelita Sagala who has become my discussion partner, support system, and encouraged me when I was struggling in my Skripsi writing process.

Last but not least, I would like to thank my organization and non-organization comrades in arms who have accompanied me and helped me to get my Skripsi data. MERDEKA! Live and Be Victorious Forever!

Finally, I would like to close this acknowledgment part with a quote by Uncle Ben, who said:

“With Great Power Comes Great Responsibility”

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ABSTRACT

Manullang, B. (2024) Theology Department Students' Perceptions of Skimming And Scanning to Improve Their EFL Reading Ability (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Reading ability is considered a skill that must be mastered especially by theological students, and EFL reading is important for theological students because many theological texts and recent research are written using English, by mastering EFL, students can access these sources directly without having to rely on translations that may contain different interpretations. In this case, effective and efficient reading techniques are needed to facilitate students' EFL reading process. This research aims to find out what are the perceived impacts of using skimming and scanning techniques for EFL reading, to what extent are the perceived impacts of using skimming and scanning techniques for EFL reading, and what are the students' perceptions of using skimming and scanning techniques for EFL reading. This study used a mixed method with a questionnaire instrument involving 65 theology students and an interview instrument involving 4 theology students. In addition, the mean score of the fifteen questionnaire items was 4.17 which indicated that most participants agreed that skimming and scanning are techniques that have positive impacts on EFL reading as it was close to 5. RQ 1 was answered with the finding that the use of skimming and scanning techniques for EFL reading had an impact on improving students' knowledge and critical reading skills. Furthermore, RQ 2 was answered with the finding that the use of skimming and scanning techniques for EFL reading has an impact on students' ability to interpret the content of the text. In addition, this study also used follow-up interviews with 4 participants to answer RQ 3. The results of the interviews were analyzed using thematic analysis which resulted in two themes. RQ 3 was answered with two findings, first theology students had similar perceptions regarding the use of skimming and scanning techniques for EFL reading, this finding was based on the student's responses who felt that using skimming and scanning reading techniques for EFL reading had an impact on their knowledge development. Second, theology students had different

perceptions regarding motivation before and after using skimming and scanning techniques for EFL reading, students who felt motivated said that the positive impacts they felt made them use skimming and scanning techniques more often in EFL reading, while a student who does not feel motivated said that using or not using these two techniques, he still often read English texts. This study also suggests future research to investigate the relationship between the use of skimming and scanning techniques and motivation for EFL reading of theology students.
Keywords: EFL Reading, Ability, Skimming, and Scanning

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INTISARI

Manullang, B. (2024) Theology Department Students' Perceptions of Skimming And Scanning to Improve Their EFL Reading Ability (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Keterampilan membaca dianggap sebagai keterampilan yang harus dikuasai khususnya oleh mahasiswa teologi, dan membaca EFL sangat penting bagi mahasiswa teologi karena banyak teks dan penelitian pada keilmuan teologi ditulis menggunakan bahasa Inggris, dengan menguasai EFL, mahasiswa dapat mengakses sumber-sumber ini secara langsung tanpa harus bergantung pada terjemahan yang mungkin mengandung interpretasi yang berbeda. Dalam hal ini, dibutuhkan teknik membaca yang efektif dan efisien untuk memfasilitasi proses membaca EFL mahasiswa. Penelitian ini bertujuan untuk mengetahui apa saja dampak yang dirasakan dari penggunaan teknik skimming dan scanning untuk membaca EFL, sejauh mana dampak yang dirasakan dari penggunaan teknik skimming dan scanning untuk membaca EFL, apa persepsi siswa tentang penggunaan teknik skimming dan scanning untuk membaca EFL. Penelitian ini menggunakan metode campuran dengan intrumen kuesioner yang melibatkan 65 mahasiswa teologi dan instrument wawancara yang melibatkan 4 mahasiswa teologi. Selain itu, skor rata-rata dari lima belas item kuesioner adalah 4,17 yang mengindikasikan bahwa sebagian besar peserta setuju bahwa skimming dan scanning adalah teknik yang memiliki dampak positif dalam membaca bahasa Inggris karena mendekati 5. RQ 1 terjawab dengan temuan bahwa penggunaan teknik skimming dan scanning untuk membaca EFL berdampak terhadap peningkatan pengetahuan dan kemampuan membaca kritis siswa. Selanjutnya, RQ 2 terjawab dengan temuan bahwa penggunaan teknik skimming dan scanning untuk membaca EFL berdampak terhadap kemampuan siswa dalam menginterpretasikan isi teks. Selain itu, penelitian ini juga menggunakan wawancara lanjutan terhadap 4 partisipan untuk menjawab RQ 3. Hasil wawancara dianalisis menggunakan thematic analisis yang menghasilkan dua tema. RQ 3 dijawab dengan dua temuan, pertama mahasiswa teologi memiliki persepsi yang sama mengenai penggunaan teknik membaca

skimming dan scanning untuk bacaan EFL, temuan ini didasarkan pada tanggapan mahasiswa yang merasa bahwa penggunaan teknik membaca skimming dan scanning untuk bacaan EFL memberikan dampak bagi perkembangan pengetahuan mereka. Kedua, mahasiswa teologi memiliki persepsi yang berbeda mengenai motivasi sebelum dan sesudah menggunakan teknik membaca skimming dan scanning untuk bacaan EFL, mahasiswa yang merasa termotivasi mengatakan bahwa dampak positif yang mereka rasakan membuat mereka lebih sering menggunakan teknik membaca skimming dan scanning dalam membaca EFL, sedangkan seorang mahasiswa yang tidak merasa termotivasi mengatakan bahwa dengan atau tanpa menggunakan kedua teknik tersebut, ia tetap sering membaca teks berbahasa Inggris. Penelitian ini juga menyarankan penelitian di masa depan untuk menyelidiki hubungan antara penggunaan teknik skimming dan scanning dengan motivasi membaca EFL mahasiswa teologi.

Kata kunci: *Keterampilan, Membaca EFL, Skimming, and Scanning*

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CHAPTER I
INTRODUCTION

Chapter 1 consists of research background, research questions, research objectives, and research benefits.

A. Research Background

Reading is one of the important abilities that must be mastered by students, especially higher education students (Capin et al., 2021). Many experts have defined the meaning of reading such as according to Hebbecker et al. (2019), reading is an important aspect of life when someone wants to increase knowledge and reading is also an effort to broaden and sharpen their knowledge. Likewise, Madolimovich (2022) explained why reading is important because by reading students will be able to validate their knowledge from books or written texts. He added that reading is part of the process of analyzing sentence structure, analyzing meaning and logic from the clause level, finding the main idea in the text, observing comprehension, and others. In addition, Capin et al. (2021) explained that reading also has indicators of success such as increased knowledge, increased ability to analyze, and increased ability to interpret, by observing these indicators, students can identify things that need to be evaluated to achieve success in reading. On the other hand, in reading English texts, students often understand a text by understanding the meaning of the word only and when they find an unfamiliar word, they will open the dictionary to find the meaning of the word, this condition certainly affects their understanding, analysis, and interpretation of the reading text because the meaning of a text does not depend on words, but depends on the context (Madolimovich, 2022). Another disadvantage is when students have to translate each word separately without using a specific technique, this can cause students to feel that reading is a difficult task which can lead to decreased motivation (Hebbecker et al., 2019). Therefore, it is important to use effective and efficient reading techniques in order to facilitate the whole process of reading (Fauzi, 2018).

It is believed that reading requires appropriate techniques for students to facilitate the reading process and the reading techniques that are often used by students are skimming and scanning (Aritonang et al., 2018). Fauzi (2018) stated that by applying these techniques, students get the detailed of information faster and eventually understand the text better. From the benefits of using skimming and scanning techniques, students tend to be motivated to read because students are more confident in obtaining information and completing the assigned reading tasks (Aritonang et al., 2018). Furthermore, Siahaan and Pangaribuan (2022) stated that skimming is known as a speed reading technique to get the main idea of a text without reading the entire text. There are five steps revealed by Novitasari (2023) to apply the skimming technique, the first is to read the title of the text to get a general overview of the text, the second is to read the first paragraph to find a summary of the content of the text, the third is to identify keywords or important phrases in the text, the fourth is to read the first sentence, and the last sentence of each paragraph to find the essence of each part of the text, the fifth is to pay attention to the formats in the text such as bold, or underline. Meanwhile, scanning is known as a speed reading technique to get specific information from a text without reading the entire text (Siahaan & Pangaribuan, 2022). There are also seven steps revealed by Novitasari (2023) to apply the scanning technique, the first is to identify the main part of the text, the second is to choose the starting point of reading according to the information that students want to find, the third is to scan vertically or horizontally, this depends on the structure of the text and the need for information, the fourth is to select the information that is relevant to the information that students want to find, the fifth is to determine the context and relationship between the information found in the text, the sixth is to pay attention to signs, or other information to facilitate the reading process, the seventh is to continue reading the text to find other information needed. Furthermore, Novitasari (2023) explained that by applying the above stages systematically, the use of skimming and scanning techniques can be more effective when students read to obtain information and understand text quickly.

Considering the important role of proper reading techniques when reading, the use of skimming and scanning reading techniques is important that can help students navigate and understand texts effectively and efficiently (Novitasari, 2023). Zanatta et al. (2021) explained that reading technique is one of the factors that have impacts on improving students' reading ability. When students are engaged in reading activities, it means that they also need the right techniques, such as skimming and scanning techniques (Asmawati, 2015). As students experience a lot of literature, the use of skimming and scanning techniques allows students to read effectively and efficiently but students still gain a broad understanding, then, the use of skimming and scanning techniques can maximize students' reading abilities to criticize the text by evaluating the content of the text, furthermore, the use of skimming and scanning reading techniques also allows students to interpret the concepts of the text in the form of certain sentences or symbols, those are some of the roles of skimming and scanning techniques in saving time, but not reducing the positive impacts that can be felt when reading (Aritonang et al., 2018). Therefore, from those things, it can be concluded that the use of skimming and scanning techniques allows students to improve their reading abilities.

Many researchers have conducted research to determine the effectiveness of skimming and scanning techniques to improve students' reading comprehension in the Indonesian context (Aritonang et al., 2018; Fauzi, 2018; Sari, 2016; Siahaan & Pangaribuan, 2022), but not many have examined students' perceptions, especially theology department students, on the other hand, Limeranto and Subekti (2021) have conducted research on theology students with a different topic, namely reading anxiety, this time the researchers tried to examine theology students perceptions of skimming and scanning for EFL reading. A study conducted by Sari (2016) 60 involving junior high school students found that skimming and scanning helped students understand a text, made it easier for them to answer questions, and made them more comfortable in learning, furthermore, these students believed that skimming and scanning techniques are effective reading techniques. In addition, a study conducted by Fauzi (2018) involving 54 English department students also found that skimming and scanning techniques helped students find the main idea

and specific information through keywords available in the text. Another study conducted by Aritonang et al. (2018) involving 75 vocational high school students found that skimming and scanning techniques make it easier for students to find the main idea of a text. Furthermore, research conducted by Thongwichit (2018) in a Thailand context involving 157 higher education students found that students struggled to find essential information in EFL reading without using skimming and scanning techniques. Then, not much different from the research conducted by Siahaan and Pangaribuan (2022) involving 60 high school students, they found that skimming and scanning techniques have an impact on student comprehension in reading, students more easily understand the meaning of a text and students get high scores when they use reading techniques in reading classes. From the studies described above, it can be concluded that the studies conducted are only limited to knowing the impacts of skimming and scanning as a speed reading technique, in contrast, this research investigates a different participant context, which is theology students.

This study chose theology students as participants. This selection is because English texts play an important role for theology students (Pongsapan, 2017). Deressa et al. (2022) stated that there are many classical and contemporary theological literature available in English and access to these texts is essential for theology students to broaden their horizons and understanding of various theological concepts and issues. To overcome the challenges of reading English texts, skimming and scanning techniques are very useful to increase efficiency in the process of searching for extensive and complex information (Siahaan and Pangaribuan, 2022). These two techniques allow students to quickly determine the relevance of an article or book to their needs (Yusuf et al., 2017). All in all, theological students were ideal participants in the study on perceptions of skimming and scanning for EFL reading. In addition, the method used in collecting participants' data is a mixed method by distributing questionnaires and conducting interviews. From the mixed method, this study will get a depth of thought about students' perceptions of using skimming and scanning techniques for EFL reading.

B. Research Questions

1. What are the perceived impacts of using skimming and scanning techniques for EFL reading?
2. To what extent are the perceived impacts of using skimming and scanning techniques for EFL reading?
3. What are the students' perceptions of using skimming and scanning techniques for EFL reading?

C. Research Objectives

1. To find out the perceived impacts of using skimming and scanning techniques for EFL reading.
2. To find out the extent of the perceived impacts of using skimming and scanning techniques for EFL reading.
3. To find out students' perceptions of using skimming and scanning techniques for EFL reading.

D. Research Benefits

Hopefully, the result of this study will be beneficial for theology students at all levels, reading teachers, and researchers regarding theology department students' perceptions of skimming and scanning to improve their EFL reading ability. There are two benefits that students will gain in this study. First, by knowing the impacts of using skimming and scanning reading techniques, students will be able to consider whether skimming and scanning reading techniques can be applied as strategies to improve their EFL reading abilities. Second, students can apply these techniques to help in completing English reading tasks. As for teachers, two benefits can be obtained in this study. First, teachers can design effective teaching strategies regarding the use of skimming and scanning techniques. Second, teachers can identify problems experienced by students when using reading techniques and provide solutions to the problems. Finally, for researchers, considering the rarity of this, this study can be recommended for future researchers to investigate more deeply into this study.

CHAPTER V
CONCLUSION

This chapter will explain the summary, implications and contribution, limitations, and future studies.

A. Summary

This study revealed that the participants had relatively similar perceptions of the use of skimming and scanning techniques to improve EFL reading. To find out RQ 1 about the perceived impacts of using skimming and scanning techniques for EFL reading and RQ 2 about the extent of the perceived impacts of using skimming and scanning techniques for EFL reading for theology students, this study used a questionnaire. In addition, the mean score of the fifteen questionnaire items was 4.17 which indicated that most participants agreed that skimming and scanning are techniques that have positive impacts on EFL reading as it was close to 5. RQ 1 was answered with the finding that the use of skimming and scanning techniques for EFL reading had a positive impact on students' knowledge enhancement followed by critical reading. Furthermore, RQ 2 was answered with the finding that the use of skimming and scanning techniques for EFL reading had a further positive impact on students' ability to interpret text content. In addition, this study also conducted interviews to answer RQ 3 and obtain in-depth data on the perceptions of theology students regarding the use of skimming and scanning techniques for EFL reading. RQ 3 was answered with two findings, first theology students had similar perceptions regarding the use of skimming and scanning techniques for EFL reading, this finding was based on the student's responses who felt that using skimming and scanning reading techniques for EFL reading had an impact on their knowledge development. Second, theology students had different perceptions regarding motivation before and after using skimming and scanning techniques for EFL reading, students who feel motivated said that the positive impacts they felt made them use skimming and scanning techniques more often in EFL reading, while a student who does not feel motivated said that using or not using these two techniques, he still often read English texts. This study also suggests future research

to investigate the relationship between the use of skimming and scanning techniques and motivation for EFL reading of theology students. In conclusion, skimming and scanning techniques need to be used systematically so that students can feel the positive impact that can affect their motivation.

B. Implications and Contributions

In accordance with the findings, this study has implications. Firstly, related to the findings that the use of skimming and scanning techniques has many positive impacts on EFL students' reading abilities, lecturers can recommend for students to use these skimming and scanning techniques in reading various types of texts, such as French, German, and texts in other languages. Secondly, related to the findings that there are some students who have not felt the impact of using skimming and scanning techniques further, then the lecturers need to teach the systematic application of skimming and scanning techniques regularly so that students can apply and feel the various positive impacts. Related to Deressa et al. (2022), who mentioned that a lot of theological literature is written in English, a study of EFL reading involving theological students would be relevant.

Beside the implications, this study also has contributions to other studies. Firstly, by using mixed methods, this study involved 65 participants to complete the questionnaire which may be generalized to the context of theological students. Furthermore, this study also involved 4 participants who had completed the questionnaire to be interviewed to discover the perceptions of theological students towards the use of skimming and scanning techniques for EFL reading. Secondly, related to the findings that the use of skimming and scanning techniques did not significantly affect students' motivation in reading, this study can serve as a reference for future research to specifically investigate the relationship between the use of skimming and scanning techniques and EFL reading motivation.

C. Limitations

Beside the implications and the contributions, this research also has limitations. First, the limitations of this study are on the discussion of the perceived impacts, the extent of the perceived impacts, and students’ perceptions so this study does not discuss further beyond the scope. Second, the limitations of this study come from

the participants, the number of participants across semesters was not balanced, even though the target participants are theology students. In addition, most participants in this study were 6th-semester students (70.8%). This may have been influenced by the lack of access to other students. Furthermore, since the target participants of this study are theology students, it would be better if the number of participants is balanced. Thirdly, the limitations of this study are also due to limited reference sources from outside Indonesia, especially references regarding students' perceptions of the use of skimming and scanning techniques (Agustin et al., 2023; Girsang & Damayanti, 2022; Mawarni & Usman, 2022). As a result, the comparison between this study and previous studies in terms of students' perceptions is limited.

D. Future Studies

Based on the reflection of the limitations and findings in this study, there are several recommendations for future studies related to skimming and scanning techniques. Firstly, in terms of participants, future studies may be able to conduct studies for students of other majors. Secondly, related to the findings of this study where there were participants who felt that the use of skimming and scanning techniques did not really affect their motivation, future research could investigate students' EFL reading motivation based on the use of skimming and scanning techniques also for theology students. Thirdly, related to the importance of reading for higher education students, future studies might conduct research on the effect of using skimming and scanning techniques on other abilities.

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